

ASPIRA®

JULIA E. RIVERA
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NEW YORK, NY 10002

Thirty Years of Building Leadership

ASPIRA Association, Inc.
National Office

1991 Annual Report

The ASPIRA Association, Inc. is the only national nonprofit organization devoted solely to serving Puerto Rican and other Latino youth through leadership development and education. ASPIRA takes its name from the Spanish verb *aspirar*, which means "to aspire to something greater." It is a forceful reminder to Spanish-speaking youth that they can change their lives if they work hard and strive for a goal. These *Aspirantes*--those who aspire to a brighter future--are the hope of the Latino community.

The ASPIRA Association, Inc. is a not-for-profit organization incorporated under Section 501(c)(3) of the Internal Revenue Code. It is a voluntary association of community-based, nonprofit organizations sharing the ASPIRA name, mission, and goals. State offices called ASPIRA Associates and Affiliates are separately incorporated in six states and Puerto Rico. They are: ASPIRA of Connecticut, Inc.; ASPIRA of Florida, Inc.; ASPIRA, Inc. of Illinois; ASPIRA, Inc. of New Jersey; ASPIRA of New York, Inc.; ASPIRA, Inc. of Pennsylvania; and ASPIRA, Inc. de Puerto Rico. The Association is governed by a National Board of Directors and has a National Office in Washington, DC.

This report encompasses the activities of the ASPIRA National Office for the Fiscal Year ending June 30, 1991, but to maintain continuity covers services offered during calendar year 1991.

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El Pitirre

The *pitirre* is the symbol of ASPIRA. A small, fragile tropical bird found in Puerto Rico, the *pitirre* is known for its agility and rapid flight and for its ability to outsmart, tire, and defeat much larger birds. ASPIRA believes that the *pitirre* is a fitting symbol for young Latinos. *Aspirantes* gain the confidence of the *pitirre* by acquiring knowledge and developing their leadership skills. They then can face and overcome seemingly overwhelming odds to become productive adults, returning to their communities the benefits of their skills and leadership abilities. The symbol of the *pitirre* reinforces ASPIRA's belief that even the smallest and seemingly most powerless can take control of their lives and cause change.



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ASPIRA Association, Inc.

National Office

Annual Report 1991



A Message from the Chairperson of the National Board of Directors and the National Executive Director of the ASPIRA Association, Inc.

The year 1991 marked the 30th anniversary of the ASPIRA movement. Since its formation in 1961, ASPIRA has grown from a small nonprofit agency in New York City to a national association with offices in six states, Puerto Rico, and the District of Columbia. While we celebrate the milestone of our thirtieth anniversary and reflect upon the exciting history of the ASPIRA movement, we also look forward to a future of continued vitality and growth, and a renewed commitment to ASPIRA's mission: empowering the Latino community through the education and leadership development of its youth.

The 1960s brought to life the ideas, dreams, and goals of the ASPIRA movement, but the history of ASPIRA really begins much earlier. One could trace the roots of ASPIRA's mission to the first migrants making the long journey to the United States from Puerto Rico—coming to work, to continue their education, or to escape political and economic oppression. These migrants brought with them not only their dreams and ambitions, but also a strong identity with their cultural heritage. It is this sense of identity that has given strength to Puerto Rican communities, and has been the backbone of support for the ASPIRA movement through the years.

Our founder and first Executive Director, Antonia Pantoja, was one of those pioneers, coming to New York as a young woman with a cardboard suitcase and a drive to succeed. Her deep commitment to the empowerment of the Puerto Rican community on the mainland and the island led to the founding not only of ASPIRA but also of such institutions as the National Puerto Rican Forum and Boricua College. Even in "retirement" in a little town in Puerto Rico, Dr. Pantoja has not rested in her work to organize people for economic and political development.

Fittingly, during ASPIRA's thirtieth anniversary year Dr. Pantoja was honored in several forums, including receiving the John W. Gardner Leadership Award from the Independent Sector. Perhaps the most

moving tribute took place last November, when Dr. Pantoja was honored by New York City's Board of Education for her untiring dedication. The power of her vision was apparent from the list of speakers, which included Chancellor of Schools Joseph A. Fernández, a former ASPIRA of Florida Board member; Hostos Community College President Dr. Isaura Santiago, a former ASPIRA National Board member; Board of Education member Dr. Luis O. Reyes, a former ASPIRA of New York research director; fellow Board member Ninfá Segarra, Esq., an Aspirante¹; and Bronx Borough President Fernando Ferrer, also an Aspirante. As Ms. Segarra noted then, "I remember standing outside picketing the Board of Education with Freddy (Ferrer) 25 years ago. Now the Puerto Ricans are inside," due in large part to the foresight and dedication of Dr. Pantoja and the organization she helped launch, ASPIRA.

"Back then (in the first group of Aspirantes) there weren't that many of us, only about 20 or 25. . . . Antonia Pantoja was very involved with us and treated us as her own. We received college counseling, tutoring, and homework assignments, of course. But more than that, ASPIRA is where I learned to love being Puerto Rican. When we had our Areyto Ceremony (the Areyto comes from an indigenous Puerto Rican tradition, and is used to celebrate the success and recall the history of Aspirantes), it was just very inspirational for us all. That's one of the things I want to bring to ASPIRA here. The sense of ritual that is so important is lost in so many cultures, and I'd like us to retain it."

Ana Maria García, Esq., Aspirante
Chairperson, ASPIRA of Connecticut
Director of Social Services
City of Hartford, CT



Janice Petrovich and Antonia Pantoja as Dr. Pantoja receives the John W. Gardner Leadership Award.

¹An Aspirante is a person who has participated in ASPIRA's programs.

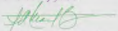


National Board Chair Luis Martínez-Pérez with U.S. Surgeon General Antonia Novello, keynote speaker at the ASPIRA Public Policy Leadership Program 1991 graduation ceremony.

As was clear that November day, the vision of ASPIRA didn't stop with Dr. Pantoja and the other founders. This year the Latino community in Connecticut launched our newest affiliate, ASPIRA of Connecticut. We have all been impressed with the energy and commitment the members of the Connecticut organizing committee have shown. They, in turn, share an admiration for ASPIRA. As ASPIRA of Connecticut's first chairperson, Dr. Sara E. Meléndez, explained, "I have met many *Aspirantes* all over the country. Wherever I go, if there's a group of Latino achievers there's an *Aspirante* among them. For me, this work is just a continuation of my admiration for the work ASPIRA has done over the years."

For all of us involved with ASPIRA, we see the vision shining brightly in our youth who are involved in ASPIRA's programs today. A clear example to us in 1991 was Hansel Luna, a high school student from ASPIRA of Pennsylvania who lives, he says, in a Philadelphia neighborhood "where drugs and violence are as common as birds." Hansel spent the summer working as an intern with U.S. Surgeon General Antonia Novello through the ASPIRA Public Policy Leadership Program. At the end of his internship he wrote, "Through the program it became very obvious to me that I have the capability to be a leader. All of a sudden I became a new person, a person that would some day make it in the real world. . . . I give thanks to ASPIRA for letting me gain the confidence and self-respect that I've been denying myself practically all my life. I've realized now that if I've made it this far, then there's no stopping me from being the very best I can be."

As you read this report, learning about the ASPIRA National Office's many initiatives in programs, advocacy, and collaborations, keep in mind that what ASPIRA has really been about these thirty years is people. People like Antonia Pantoja, dedicating her life to the advancement of her community; like ASPIRA's hundreds of staff and thousands of volunteers working to keep the vision alive; and like Hansel Luna, discovering through ASPIRA that nothing can stop him from reaching for his dreams. We all look forward to the next thirty years.



Luis A. Martínez-Pérez, Ph.D.



Janice Petrovich, Ed.D.

"As a community organizer, (Dr. Pantoja's) most impressive achievement is her ability to bring together individuals at the grassroots level and convince them that they could create institutions or effectively advocate for policies that would empower them. Her accomplishments are exemplified today by the large number of Puerto Ricans who are currently excelling in positions of leadership."

The Independent Sector

Defining our Priorities

For thirty years ASPIRA has pursued its mission: empowering the Latino community through the education and leadership development of its youth. Everyone associated with ASPIRA—from its founders to the staff and students with the organization today—is convinced that Puerto Ricans and Latinos have the collective potential to develop the community's resources to share equally in the socioeconomic benefits and responsibilities of the larger society. ASPIRA looks at Latino youth and sees the great potential there; the leaders waiting to spring up and move their community forward. Its staff work with youth to develop that potential—to provide educated, committed leaders for the community's future benefit.

Thus ASPIRA's mission leads directly to an organizational focus on fostering the development of youth's leadership, intellectual, and cultural potential. The ASPIRA model helps young people to achieve their dreams, and then encourages these youth to contribute their skills and dedication to the fullest development of communities in the United States and Puerto Rico. The hope inherent in the ASPIRA mission addresses the educational needs of young people from a positive perspective of caring and confidence in their potential.

The work of the ASPIRA National Office focuses on strengthening the entire Association by enhancing program delivery and organizational impact. In 1988, the ASPIRA National Board of Directors approved a Five-Year Plan to enable the National Office to continue its work on behalf of the organization and the Puerto Rican/Latino community ASPIRA serves. They identified three priority areas for the ASPIRA National Office.

Organizational Growth

To maintain a level of national pre-eminence in Latino youth leadership development and educational excellence by developing pilot programs and enhancing technical assistance to current ASPIRA offices and to communities desiring to develop new ASPIRA affiliates.

Financial Strength

To provide for financial stability and growth through leverage and diversification of resources.

Empowerment

To strengthen the national visibility and credibility of ASPIRA as the premier Latino youth organization.

"As we enter the 1990's, children in the United States are faced with an almost insurmountable array of societal problems—particularly poor children, children of color, and those who are limited-English proficient, culturally different, recently immigrated, or handicapped. At the same time, traditional sources of support for children are severely overburdened. . . . All children suffer when there is poor coordination between school-based and community-based support services. Among those who suffer the most are children from families with language and cultural differences. Immigrant community organizations, for example, have a unique capacity to function as essential bridges between schools and newly arrived families—but they are rarely granted the opportunity to do so."

*The Good Common School:
Making the Vision Work
for All Children*



Working Together

Throughout 1991, many corporations, foundations, and individuals took to heart ASPIRA's motto: "An investment in Latino youth," and donated their time and resources to the ASPIRA National Office. A list of funders appears on page 24. They all joined us as partners to assist Puerto Rican/Latino youth. In addition, 1991 saw the birth and growth of several important collaboratives to advance educational equity.

The ASPIRA/Educational Testing Service Collaborative

ASPIRA and the Educational Testing Service (ETS) continued the partnership laid out in the eight-year collaborative agreement reached by the two organizations in 1989. ETS works with ASPIRA to develop products and services to increase the effectiveness of both organizations to fulfill shared commitments to educational equity and access for Puerto Rican/Latino students. Under the agreement, ASPIRA and ETS conduct at least one major and several smaller activities each year.

During 1991, ASPIRA collaborated with ETS to produce a series of "Test-Taking Tip Sheets" for Latino students, in English and Spanish. In addition, the National Office facilitated a staff training session for 50 new ASPIRA program counselors in May at the Henry Chauncey Conference Center, where ETS offered its successful four-day workshop entitled, "Increasing Access to Postsecondary Education." For new counselors this was their first opportunity to meet their peers from other ASPIRA offices. All ASPIRA counselors have received this training, which provides an intensive orientation to college counseling. ETS also provided in-kind printing of the 30th Anniversary document, *The ASPIRA Story*. ETS researchers helped in the development of the national ASPIRA student database.

Each ASPIRA Associate office also undertakes at least one project with ETS. These projects vary greatly in response to local needs. For example, ETS provided ASPIRA of Florida with training and materials for counselors assisting students in test-taking workshops. ETS was host to a strategic planning retreat of the ASPIRA of New York Board of Directors. And ASPIRA of Puerto Rico worked with ETS to train counselors in a program that strengthens the critical thinking ability of middle school students.

Besides services, ASPIRA and ETS share professional knowledge through participation on each others' committees. Former ASPIRA of Connecticut Chairperson Dr. Sara E. Meléndez now sits on the ETS Board of Trustees. ASPIRA's National Executive Director is a member of the ETS Visiting Committee.



Eleanor Home, Secretary of the Corporation and Executive Assistant to the President, ETS, speaks with ASPIRA directors.



National Hispanic Leadership Agenda

The National Hispanic Leadership Agenda (NHLE) is a nonpartisan coalition of major Hispanic organizations and prominent individuals throughout the United States. Its 45-member board unites most major populations, all geographic areas, and a range of political opinions and concerns. ASPIRA has organizational membership on the board and its National Executive Director serves as the NHLE Board Secretary. Throughout the fall and winter of 1991, the NHLE held hearings across the country where local experts testified on key issues of concern to Hispanics in their region. Based on these hearings and other research, the NHLE will issue a consensus document representing the policy concerns and recommendations of the nation's Hispanic communities. ASPIRA is playing an active role, particularly in the formulation of the education section of this report.

Mathematics/Science Collaborations

ASPIRA worked in several collaborative efforts with other organizations to increase the participation of Hispanic and other minority youth in mathematics and science careers. ASPIRA entered into a partnership with the American Chemical Society to develop a videotape that will be distributed nationally. It participated with other non-profit organizations and colleges in the Quality Education for Minorities Math and Science Education Network. With other national organizations, it worked with the Women's Bureau of the U.S. Department of Labor to develop strategies to increase young girls' and women's participation in math and science careers. Finally, ASPIRA's Director of Education and Federal Affairs served as Co-Chair to the Linkages Committee of the American Association for the Advancement of Science. The committee unites national Hispanic organizations for the increased participation of Latino youth in mathematics and science education.

Other Collaborative Efforts

ASPIRA worked with the Council of the Great City Schools in developing their National Urban Education Goals, six targets for urban school systems modeled after the national goals supported by President Bush and the nation's governors. In January of 1991 it joined with 70 other organizations and school districts in an urban education summit pledging to work together to develop major efforts to improve urban education.

"Urban superintendents understand very well that the challenge to effectively educate children of poverty requires sustained and comprehensive efforts on the part of entire communities. Schools cannot—and should not—be expected to do the job alone."

*Richard C. Wallace, Jr.
Superintendent,
Pittsburgh Public Schools
Chair, Collaborative
Efforts Action Group
Urban Superintendents' Network
U.S. Department of Education*

ASPIRA joined with many national Hispanic organizations in a Hispanic Education Coalition that met throughout 1991 to work on key education legislation. Member organizations include all major national Latino organizations in Washington, DC. The Coalition also worked closely with the Congressional Hispanic Caucus to introduce amendments to the Higher Education Act and advocate for their adoption.

ASPIRA worked with the National Coalition for Parent Involvement in Education, a coalition of senior staff representing 33 national organizations with a prominent role in education, all of whom work to develop effective family/school partnerships. During 1991 the coalition developed a resource guide of the parent involvement activities of all the member organizations. The guide will be published in 1992 and distributed to the public. ASPIRA's Director of Program Development served as Vice-Chair to the organization throughout 1991, and was elected Chairperson of the organization for the coming year.

The Hispanic Association on Corporate Responsibility (HACR) is a coalition of seven national Latino organizations including ASPIRA that seeks to enhance the relationships between corporations and the Latino community. HACR meets with the officers of Fortune 500 companies to negotiate agreements to increase opportunities for Hispanics within the company and improve its relationship with the Latino community. In 1991, HACR negotiated agreements with the Chrysler Corporation and Edison Electric Institute.

Finally, ASPIRA strengthened and expanded its collaborative advocacy efforts with other national organizations by serving on their boards and advisory committees and presenting at their national conferences. ASPIRA National Board members and National Office staff represented ASPIRA on advisory boards and panels of the following organizations:

- Academic Development Institute
- The Center for the School Community
- The Advocacy Institute
- American Association for the Advancement of Science Linkages Hispanic Advisory Committee
- American Chemical Society
- Bell Multicultural High School
- Campus Outreach Opportunity League (COOL)
- Carnegie Council on Adolescent Development
- The Center for the School Community
- Centers for Disease Control
- Congressional Hispanic Caucus Institute
- Congressional Hispanic Staffers Association
- COOL IT! A Project of the National Wildlife Foundation
- Council of Chief State School Officers
- Educational Testing Service
- Health and Sciences International, Inc.
- Hispanic Association of Colleges and Universities
- Hispanic Association for Corporate Responsibility
- Hispanic Heritage Awards
- Hughes Aircraft Company Galaxy Classroom
- The Independent Sector
- InterAmerican College of Physicians and Surgeons
- Inter University Program for Latino Research/Social Science Research Council
- National Center on Education in the Inner City
- National Coalition of Advocates for Students
- National Coalition for Parent Involvement in Education
- National Committee for Responsive Philanthropy
- National Conference on Puerto Rican Women
- National Education Association
- National Hispanic Leadership Agenda
- National Institute on Drug Abuse
- National Latino Communications Consortium
- National Science Foundation
- National Youth Assembly
- New York State Department of Education Parental Resources for Involvement in Migrant Education project
- Office of Minority Health
- Panos Institute
- Points of Light Foundation
- Public Allies: The National Center for Careers in Public Life
- Quality Education for Minorities Network
- Senate Republican Conference Task Force on Hispanic Affairs
- Star Serve
- U.S. Department of Education Office of Education Research and Improvement
- U.S. Department of Health and Human Services Advisory Committee on Women's Career Day
- U.S. Department of Health and Human Services Head Start Program
- U.S. Department of Health and Human Services, Office of Disadvantaged Assistance, Health Careers Opportunity Program
- U.S. Department of Health and Human Services Office of Substance Abuse Prevention
- U.S. Department of Health and Human Services, U.S. Public Health Service
- U.S. Department of Labor Women's Bureau
- University of Texas Southwestern Medical Center



Dr. Petrovich participates in the National Urban Education Summit

Serving our Community

Working within the community to develop the community--this has been ASPIRA's calling for thirty years. Throughout 1991, ASPIRA staff members and volunteers in Associate offices worked with thousands of parents to help Aspirantes acquire the motivation and skills to finish high school, make decisions about post-secondary education, and become productive members of their community. Well over half the high school seniors served by ASPIRA were accepted into postsecondary education, compared to less than a third of all young adult Hispanics.² This is particularly remarkable considering that Aspirantes are almost exclusively inner city public school students from low socioeconomic backgrounds.

"ASPIRA affirmed that you can be whatever you want to be. It gave us opportunities to know ourselves. The dignity of the Hispanic community is crushed by poverty and drugs. Our key challenge is to change reality so that all our children have the opportunity to realize their dreams. We have to enlighten and raise the expectations of our children, their parents, and the policy makers."

*Wilfredo Caraballo, Aspirante
Commissioner, Office of the
Public Advocate
State of New Jersey*

Volunteers are vital contributors to the local organizations--volunteers are the founders, board members, fundraisers, and often also direct service providers who make every scarce dollar count in the budget. Together with a full-time staff of over 200, the ASPIRA Associate offices provided leadership development and educational services to approximately 17,000 youth and 5,000 parents this past year. They were instrumental in carrying out the variety of youth programs geared toward dropout prevention, leadership development, community service, and career exploration. ASPIRA's collaboration with schools in urban centers has improved the quality of services offered by the schools as well as enhancing student achievement, performance, and personal and intellectual development. In addition, many thousands more young people attended ASPIRA's health and math/science careers conferences, college conferences, cultural awareness events, and personal development retreats sponsored by each local office, and benefited from the thousands of scholarships ASPIRA Associates administer.

Aspirantes, in return, not only worked to better their own lives, but also provided thousands of hours of volunteer service through the ASPIRA Clubs. An ASPIRA Club is the backbone of ASPIRA's work. Through youth clubs, approximately 5,500 Aspirantes each year develop leadership and academic skills, learn to work together, study the needs of their communities and act to address those needs. Aspirantes in Illinois sponsored a city-wide Youth Summit last February to discuss problems facing urban youth. They developed solutions and presented these to the Network for Youth Services. Aspirantes in New York organized with hundreds of other youth across the state to sponsor a youth conference as part of the massive annual "Somos Uno" Latino leadership conference. Florida Aspirantes from elementary to high school planned and provided entertainment for an Anti-Drug/Gang Youth Rally in their community. The holidays found Pennsylvania Aspirantes preparing and serving Thanksgiving Dinner to 300 individuals at two homeless shelters, then spending Three Kings Day with the young patients of St. Christopher's Hospital. And New Jersey's ASPIRA Dance Troupe performed throughout the year, bringing the cultural traditions of Puerto Rico to thousands of state residents.

ASPIRA's National Office performs several distinct functions--providing liaison with the federal government and professional organizations, conducting research and disseminating data and analyses through the ASPIRA Institute for Policy Research, raising funds for national programs, publicizing ASPIRA's successes, and promoting the Association's growth and cohesiveness. In addition, the National Office coordinates several national programs that develop out of local needs that are common to all ASPIRA Associate offices. National programs fit into three broad work areas: Youth Leadership and Community Service, Educational Access and Careers, and Community Mobilization for Educational Excellence. Current national programs are discussed below. Each Associate office also operates many local programs within ASPIRA's three general work areas. These varied programs grow out of the specific conditions of each local office but have in common ASPIRA's commitment to leadership development and education.

² American Council on Education, "Minorities in Higher Education," 1991



Youth Leadership and Community Service

Programs in this work area seek to build youth's skills in public leadership as well as their commitment to serve their community. In 1991, national programs and activities included the ASPIRA Public Policy Leadership Program, the National Internships, Everett Public Service Internships, and collaborative efforts to increase Latino participation in community service.



Conference of Christians and Jews

and war, and participated in a voter registration campaign. During the summer, eighteen students were selected to come to Washington for National Internships after spending the year with their peers learning about local policy making. Thanks to funding from the Toyota USA Foundation and Kraft General Foods, Inc., ASPIRA could provide an intensive four-week work and study experience during the summer. Mentors for the summer interns included the U.S. Surgeon General and the Treasurer of the United States. The internships concluded with a graduation ceremony featuring U.S. Surgeon General Antonio Novello as keynote speaker.

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1991 national interns, program facilitators, and national office program staff at the ASPIRA Public Policy Leadership Program graduation ceremony.

ASPIRA Public Policy Leadership Program

With core support from the Ford Foundation, the ASPIRA Public Policy Leadership Program is a three-pronged year-round effort to prepare promising young Latinos to

makers. Its three components

guidance of local leadership facilitators, followed by a ghl

ASPIRA PUBLIC POLICY LEADERSHIP PROGRAM
NATIONAL MENTORS, 1991



Cara Apodaca

Executive Director
National Hispanic Leadership Initiative

Juan Maldonado

Executive Director
National Hispanic Leadership Initiative

Tom Rodríguez

Executive Director
National Hispanic Leadership Initiative

Jay Thomas Cochran

Executive Director
United States Conference of Mayors

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Director, Health Policy
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Antonía Novelo, M.D.

Surgeon General

Dalíza Savaiz Fernández

Executive Assistant, Office of
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Loretta Gutiérrez Nestor

National Director of Volunteers
American Red Cross

Velma Robinson

Office of Bilingual Education
U.S. Department of Education

*new position

"Tamara (Rivera, National Intern) has been an inspiration to the entire ASP/CCP management team. Her energy, enthusiasm, talent, and thirst for constant improvement set an example for all of us. It was a joy and a privilege to have her with us. No doubt she will be among the future leaders."

*Cara Apodaca
Executive Director
Contract Compliance
Programs*



U.S. Surgeon General Antonía Novelo addresses invitees at the ASP/RA Public Policy Leadership Program 1991 graduation ceremony.

ASPIRA Public Policy Leadership Program: Five Years of Accomplishments

Program, a group of six leadership programs receiving funding from The Ford Foundation

hoping that next summer will find them working with a mentor in the nation's capital

students. Both documents will be published in 1992.

as volunteers contribute their invaluable assistance and expertise through staff trainings



ASPIRA PUBLIC POLICY LEADERSHIP PROGRAM COUNCIL OF ADVISORS

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Director of Trade Policy
Plymouth

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✓ Governor's Representative

***Wilfredo Gonzalez**
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✓ U.S. Commission on Civil Rights

Ray Ramirez
Legislative Assistant
Office of Senator Jeff Bingaman (D-NM)

Gloria Rodriguez
Executive Assistant of Executive Office
Marketing, Advertising, Production
A. Subatech, Inc.

***Diana Torres**
Director, International Training and
Consultation
United Way International

*Aspirantes

Community Service

known in the community

into the Streets project to promote a national day of service in November. She also participated in pursuing careers in the public sector.

and provide needed help to organizations with limited resources.



ASPIRA NATIONAL HEALTH CAREERS PROGRAM COUNCIL OF ADVISORS

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State of Georgia

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National Institute of Health

Mana Segarra, M.D.

Program Development Officer

Office of Minority Health

U.S. Department of Health and
Human Services

Lydia Soto, M.D.

Medical Director

Office of the U.S. Surgeon General

*Former Program Participants



Science class at the
ASPIRA of Florida
alternative high school

ASPIRA Mathematics/Science Initiative

Mathematics and Science Education

"As the world becomes increasingly competitive, it is essential for all Americans to be proficient in science and mathematics."

"Fluency in science and mathematics provides individual powerful tools with which to adapt in a world of rapidly changing knowledge."

National Education Goals Report, 1991: Building a Nation of Learners

The ASPIRA Mathematics and Science initiative is an after-school enrichment program that improves the math and science skills of Latino youth while sparking their interest in these careers. The program provides exciting experiences to engage students in mathematics and science through field trips, hands-on group experiences, and exposure to role models. Talented Hispanic professionals are used as resources to motivate, tutor, and guide young Hispanic students. Parent involvement is also encouraged through the establishment of both school and community-based experiences for the family. And of course the program features ASPIRA's proven track record of academic and personal counseling for each program participant.

Expected outcomes for the program participants include measurable academic progress, enhanced motivation, and a greater awareness of the role science and math can play in their lives. This should lead to increased interest in pursuing careers in

and also expected to be strengthened, as are linkages between the Hispanic community and museums, scientific organizations, business, industry, and the educational system.

Newark Board of Education for ASPIRA of New Jersey. National contributors include Union Carbide Corporation, the UPS Foundation, and the General Electric Foundation for ASPIRA of Connecticut's Mathematics and Science Academy.



Executive Director Paul Martinez and student in the ASPIRA of Florida computer lab



Community Mobilization for Educational Excellence

Educational Excellence (APEX) Initiative

Hispanic Community Mobilization for Dropout Prevention

ended its three-year cycle in August of 1991. Since 1988, it had provided direct services to an estimated 7,000 parents.

The project worked in nine major urban areas to involve parents and the community in enhancing the educational achievement of Latino youth. Programs varied from site to site, responding to local needs. Collectively, they demonstrated

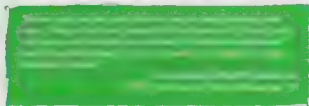
and the Cañary Multicultural Learning Center in Washington, DC.



Each participating organization incorporated a three-tiered model of individual home visits with parents, small group workshops, and

National Office provided two-day workshops on recruitment strategies, documenting program success, building home school connections, parents' rights, and other topics.

the parent involvement field.



New Initiatives

all of which have been approved for funding

- **Teachers, Organizations, and Parents for Students (TOPS) Partnership Project** facilitates a partnership between all the key players in a child's life. TOPS teams in ten cities will integrate parent involvement activities with child-centered counseling and mentoring. Sites include Camden, New Jersey; Miami, Florida; San Juan, Puerto Rico; Chicago, Illinois; and San Antonio, Houston, Austin, El Paso, Corpus Christi, and Dallas, Texas. TOPS projects are funded through the U.S. Department of Education and Borden Foundation, Inc.
- **The Hispanic Opportunities through Parent Educational Support (HOPES) Project** is a two-city pilot program that will help Latino parents to plan for their children's college education. In response to the overwhelming success of ASP RA's earlier parent guides, a third volume entitled *Making the Most of Your Child's Education: What About College?* will be produced for this project, which is funded by the Philip Morris Companies.
- **The ASP RA Parents for Educational Excellence (APEX) Initiative** funded with a six-month grant by the U.S. Department of Education, will develop and test components of a new community organizing drive. APEX's goal is to train parents to become community organizers, develop a manual of materials for facilitators and parents.



Ensuring Quality

Technical Assistance

Ensuring quality of the programs is a top priority for ASPiRA. In 1991, the Association adopted a set of standards for program quality. These standards are used to evaluate the programs and to provide technical assistance to the programs. The standards are based on the following principles:

The Association in 1991 included specifically:

- Training staff through workshops associated with all national programs and the ETS partnership
- Securing in-kind donations, such as materials for college counseling from ETS and the Association of American Medical Colleges and complementary subscriptions to hispanic magazine for all Associate offices
- Marketing local office activities throughout the nation through increased publication of the *ASPiRA News* quarterly newsletter and media coverage
- Providing technical assistance to all programs
- Providing continuous on-call technical assistance for program development and improvement
- Securing congressional support for needed programs
- Developing a plan for a uniform database for the entire ASPiRA Association
- Developing policy and legislative issues
- Undertaking coordinated fundraising efforts with Associate offices
- Developing organizational structure and priorities



Director of Education Hilda Crespo meets with staff from ASPiRA of New York during a site visit

Expansion

ASP iRA has expanded its reach to many states and countries. The Association has established a network of local offices across the United States and in other countries. The Association has also established a network of local offices across the United States and in other countries. The Association has also established a network of local offices across the United States and in other countries.



ASPiRA of Connecticut is currently providing services to forty high school and forty middle school students in Bridgeport. The programs include high school and middle school ASPiRA Clubs, an academically focused Saturday Academy, an after school Math and Science Academy, and the ASPiRA Public Policy Leadership Program.

Bridgeport local site steering committee members pose with ASPiRA National Board Chair Luis A. Martinez-Perez and National Executive Director Janice Petrovich

Advocating for Reform

The ASPIRA Institute for Policy Research

ASPIRA has been successful in obtaining funding from the Henry Everett Foundation to support its research and advocacy efforts. ASPIRA has been successful in obtaining funding from the Henry Everett Foundation to support its research and advocacy efforts.

obtained from the Henry Everett Foundation

Creating Awareness

ASPIRA has been successful in obtaining funding from the Henry Everett Foundation to support its research and advocacy efforts. ASPIRA has been successful in obtaining funding from the Henry Everett Foundation to support its research and advocacy efforts.



National Executive Director Janice Petrovich



- work with the Congressional Hispanic Caucus to introduce amendments to the Higher Education Act to increase hispanic participation in TRIO programs, data collection on Hispanics in federal programs, and early intervention programs for young students similar to the ASPIRA model

- comments in print and audio media on various provisions of the President's America 2000 education agenda and the Congressional alternatives. ASPIRA has raised general

produced in-depth briefing papers on school choice and national testing

- tracking, analyzing, and commenting on the work of the National Educational Goals Panel, National Council on Education Standards and Testing. These bodies arose out of the 1989 Education Summit between President Bush and the nation's governors. The groups have been examining the desirability of setting national education standards and developing a national assessment system to determine how students are meeting the six national education goals. ASPIRA's comments have taken the form of direct communication with the Goals Panel, articles in the media, and a briefing paper on testing issues.



Elizabeth Ramirez, Coordinator of Policy and Publications, attends a meeting.



Lisa Coron, Assistant to the Director.

- advocacy to promote continued movement on the Executive Order on Educational Excellence for Hispanic Americans. In 1991 an Executive Director and an Advisory Commission were appointed to carry out its mandates. National Office staff have since met a number of times with the Executive Director, who is a former ASPIRA Public Policy Leadership Program national mentor. ASPIRA has also advocated strongly for more inclusive representation on the Advisory Commission.
- advocacy to increase opportunities for minority college students, including opposition to proposed Department of Education regulations curtailing minority scholarships.
- work with other national Latino organizations including the National Hispanic Leadership Agenda to develop an action agenda for Hispanics.
- work with the Hispanic Association of Colleges and Universities on language for a bill promoting Hispanic-serving institutions.
- work with the Council of the Great City Schools on language in the Higher Education Act encouraging teacher training for culturally diverse populations.
- work with the National Education Association on school choice provisions in America 2000.

RESEARCH AND PUBLICATIONS

PUBLICATIONS

National Testing: The National Debate, Fredericka Cuenca (Washington, DC: ASPIRA Association, Inc., 1991).

School Choice: Pros, Cons, and Concerns, Danielle Dunne (Washington, DC: ASPIRA Association, Inc., 1991).

ASPIRA: A National Voice for Hispanic Americans, ASPIRA Association, Inc., 1991.

ASPIRA: A National Voice for Hispanic Americans, ASPIRA Association, Inc., 1991.

ASPIRA: A National Voice for Hispanic Americans, ASPIRA Association, Inc., 1991.

Programs and Services, 1991, compiled by Ana Rosado (Washington, DC: ASPIRA Association, Inc., 1991).

ASPIRA: A National Voice for Hispanic Americans, ASPIRA Association, Inc., 1991.

TRAINING OPPORTUNITIES

Urban Schools and Latinos " by Janice Petrovich, presented to the Council of the Great City Schools, January 1991

Conference on Increasing the Access to Health and Human Services for Latino Males, February 1991

Officers Conference on Equity, April 1991

presented at the Educational Testing Service Conference on Promoting Postsecondary Education, May 1991

Testimony before the Senate Democratic Task Force on Hispanic Affairs, by Janice Petrovich, May 1991

May 1991

Institute, July 1991

July 1991

Federation, August 1991

Hispanic Populations (September 1991)

Hispanic Heritage Month seminar (September 1991)

Substance Abuse Prevention, Treatment, and HIV/AIDS (September 1991)

InterAmerican College of Physicians and Surgeons Sixth Hispanic Medical Congress, September 1991

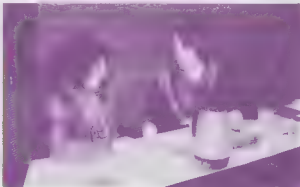
October 1991

Council of Chief State School Officers Working Conference, October 1991

November 1991



ASPIRA National Office staff
members Hilda Crespo
and Elena Peña



Reporting Results

a national voice for Latino education issues.

The ASPIRA Association National Office, its programs and its opinions on minority education were in the *Los Angeles Times*, *Nuestro Tiempo*, section citing ASPIRA's views on the White House initiative on

Director in *Caras de Puerto Rico*, a profile of ASPIRA founder Antonia Pantoya in *The Chronicle of*

community organizations in New York. Three newspapers, *Ahora*, *El Hispano*, and *El Perico*, ran a

Hispanic Reporter

ASPIRA's publications also received coverage. Its document "Hispanic Community Organizations: Partners in Parental Involvement" was reproduced in the *Learning File*, a quarterly publication of the PBS Education Clearinghouse. Its film on Puerto Rican migration to New York, *El Legado*, was included in the book *Mediating History: The MAP Guide to Independent Video by and about African American, Asian American, Latino and Native American People*. A number of publications either reviewed or highlighted the release of *Making the Most of Your Child's Education: More Topics for Parents and The ASPIRA Story*. ASPIRA's publications are included in the



Students at ASPIRA of Puerto Rico

NYC
Bilingual Education

Finally, the ASPIRA Association for Bilingual Education has continued to publicize the accomplishments of the public schools. Through the publication of a quarterly newsletter, *ASPIRA News*, the newsletter reaches approximately 100,000 people in minority markets, educators, Hispanic professionals, corporate leaders, and media representatives each issue.

ASPIRA's publications are available for purchase or subscription. For more information, contact ASPIRA at (212) 691-1111 or visit our website at www.aspira-usa.org.

Planning for the Future

Since 1991, the ASP-IRA Association has been planning for the future. The Association's National and Associate offices, and chart the future priorities and activities of the Association.

For the past several years, the Association has been working on a number of projects. The Association's National and Associate offices, and chart the future priorities and activities of the Association.

self-help activities

investments. Its value increased by 27% in 1991.

For the past several years, the Association has been working on a number of projects. The Association's National and Associate offices, and chart the future priorities and activities of the Association.

nonprofit organizations



Leadership of the ASP-IRA Association

ARTHUR ANDERSEN & CO.

CHICAGO, ILLINOIS
WASHINGTON, D.C.
NEW YORK, N.Y.

October 11, 1991

REPORT OF INDEPENDENT PUBLIC ACCOUNTANT

To the Board of Directors of
ASPIRA Association, Inc., National Office:

We have audited the accompanying balance sheet of ASPIRA Association, Inc., National Office (the "Association") as of June 30, 1991, and the related statements of support, revenue, expenses and changes in fund balances, cash flows, and functional expenses for the year then ended. These financial statements are the responsibility of the Association's management. Our responsibility is to express an opinion on these financial statements based on our audit. The financial statements (excluding the Statement of Cash Flows which was not presented - see Note 2) of the Association as of and for the year ended June 30, 1990, were audited by other auditors whose report, dated October 19, 1990, expressed an unqualified opinion on those statements.

We conducted our audit in accordance with generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Association as of June 30, 1991, and the results of its operations and its cash flows for the year then ended in conformity with generally accepted accounting principles.

Arthur Andersen & Co.

(WITH COMPARATIVE TOTALS FOR 1990)

	ASSETS		TOTALS	
	Unrestricted	Restricted	1991	1990
CURRENT ASSETS				
Cash	\$ 9,908	\$ -	\$ 9,908	\$ 41,365
Investments	42,760	500,714	543,474	745,124
Receivables				
Federal Government (Note 2)	-	76,719	76,719	-
Associates	6,627	-	6,627	32,991
Other	23,380	-	23,380	8,074
Total current assets	82,675	577,433	660,108	827,554
PROPERTY AND EQUIPMENT				
Furniture, equipment and leasehold improvements	126,234	-	126,234	122,360
Less—Accumulated depreciation and amortization	(109,210)	-	(109,210)	(109,962)
Net property and equipment	17,024	-	17,024	12,398
Total assets	\$ 99,699	\$ 577,433	\$ 677,132	\$ 839,952
LIABILITIES AND FUND BALANCES				
LIABILITIES				
Accounts payable and accrued expenses	\$ 42,264	\$ -	\$ 42,264	\$ 46,675
Accounts payable to other funds (interfund)	-	10,461	10,461	289,208
Due to associates (Note 1)	-	89,379	89,379	174,370
Total liabilities	127,581	116,544	244,125	510,253
FUND BALANCE (DEFICIT)	(27,882)	460,889	433,007	329,699
Total liabilities and fund balances	\$ 99,699	\$ 577,433	\$ 677,132	\$ 839,952

**STATEMENT OF SUPPORT, REVENUE, EXPENSES,
AND CHANGES IN FUND BALANCE
FOR THE YEAR ENDED JUNE 30, 1991
WITH COMPARATIVE TOTALS FOR 1990**

	Unrestricted	Restricted	TOTALS 1991	1990
SUPPORT AND REVENUE				
Contributions:				
Foundations and corporations	\$195,500	\$ 394,797	\$ 590,297	\$ 557,435
Government	68,445	513,455	581,900	625,801
Publications	10,022	-	10,022	10,777
Endowment fund interest	36,532	-	36,532	46,708
Interest and other income	69,470	2,495	71,965	19,205
 Total support and revenue	 379,969	 910,747	 1,290,716	 1,259,488
 EXPENSES				
Program services--				
Education		387,056	387,056	440,228
Leadership	-	265,193	265,193	256,361
Advocacy	55,766	237,743	293,509	324,719
 Total program services	 55,766	 689,992	 945,758	 1,021,328
General and administrative	178,110	-	178,110	137,292
Fund-raising	42,785	20,755	63,540	34,338
 Total expenses	 276,661	 910,747	 1,187,408	 1,192,958
 SUPPORT AND REVENUE IN EXCESS OF EXPENSES	 103,308	 -	 103,308	 66,530
 FUND BALANCES (DEFICIT)				
beginning of year	(131,190)	460,889	329,699	314,523
 PR OR PERIOD ADJUSTMENT				
Note 7)	-	-	-	(51,354)
 FUND BALANCES (DEFICIT), end of year	 \$(27,882)	 \$460,889	 \$433,007	 \$ 329,699

NOTES TO FINANCIAL STATEMENTS FOR THE YEARS ENDED JUNE 30, 1991 AND 1990

1 ORGANIZATION AND PURPOSE

The ASPIRA Association, Inc. ("the Association") was incorporated on November 20, 1988 in the state of New York. The

Officers and other persons in the United States and Puerto Rico. The

York, New Jersey, Illinois, Pennsylvania

entirely

article and technical fields

2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Contributions and Grants

grants. Major grants from the U.S. Department of Health and Human Services

The Association subgrants funds to its associates and affiliate. The amount of are presented in the accompanying financial statements

Cash

to each Fund

Unrestricted Investments

recorded at cost which approximates market

Property and Equipment

in

assets, the cost of the asset, disposed of and the related accumulated

credited or charged to income

Rec applications

Certain policies conform to 1991 presentation

3 PENSION PLAN

employees with at least six months of service. This plan was adopted on January 1, 1988. The Association contributes 5% of the participant's compensation. Participants may voluntarily contribute up to 10% of their

4 INCOME TAXES

ation is exempt from Federal income taxes under provisions of

5 DEFERRED INCOME TAXES

under

income may be expended for the general programs for the Association recipient, however, that in no event will any of the income be used for fund-raising or capital improvement projects

The principal of the Fund may not be transferred to another corporation, liquidation, or dissolution case or bankruptcy or of the Association. The Fund will revert to Community Funds, Inc., the third-party custodian which retained custody of the Fund prior to reversion in accordance with the terms of the financing which will, in consultation with the original donor of the Fund, Dennis Wallace Fund, Inc., designate another

The statements. The market value of the fund investments in marketable securities had declined through fiscal year 1990 requiring the Association 701. At June 30, 1991 the

the

6 OPERATING LEASES

agreements which expire through 1996

1992	\$ 79,800
1993	79,800
1994	79,821
1995	74,660
1996	36,752

\$349,589

7 PRIOR PERIOD ADJUSTMENT

ment of \$51
\$37,502
of \$ 8,852 in annual leave earned in prior periods June 30, 1989

ASPIRA National Board of Directors

As of January 31, 1992

Chairperson

•**Luis A. Martinez-Perez, Ph.D.**
Associate Professor
Department of Middle Secondary &
Vocational Education
Florida International University
Miami, Florida

Vice-Chair for Programs

•**José Matos-Real**
Chairperson, ASPIRA of Illinois
Director of Monitoring Services
Mayor's Office of Employment &
Training, City of Chicago
Chicago, Illinois

Vice-Chair for Personnel

•**Maria Quinones**
Deputy Commissioner
Office of City Commissioner Talmadge
Philadelphia, Pennsylvania

Vice-Chair for Finance

•**Fernando Figueredo**
Chairperson, ASPIRA of Florida
Director, Corporate and Community
Affairs, Southern Bell
Miami, Florida

Treasurer

•**Myrna M. Rivera**
Vice-President/Financial Consultant
Senior Consulting Group Associate
Shearson Lehman Brothers, Inc.
Hato Rey, Puerto Rico

Secretary

•**Delia Sosa**
College Student Representative
William Paterson College
Wayne, New Jersey

•**Helia M. Alfaro**
Chairperson, ASPIRA de Puerto Rico
Professor
University of Puerto Rico
Rio Piedras, PR

•**Ana Maria Garcia, Esq.**
Chairperson, ASPIRA of Connecticut
Director of Social Services
City of Hartford
Hartford, CT

•**Reinaldo Hernandez**
College Student Representative
University of Technology
Chicago, IL

•**Norma Mitchell**
Chairperson, ASPIRA of New Jersey
Senior Financial Services Representative
The Gallagher Group
Cherry Hill, NJ

•**Eduardo Padro, Esq.**
Chairperson, ASPIRA of New York
Chambers of Justice, Frank Torres
Bronx Supreme Court
Bronx, NY

•**Angel Luis Rodriguez**
College Student Representative
Albert Einstein School of Medicine
Bronx, NY



ASPIRA of Illinois Chair
José Matos-Real and Executive
Director Ana Smithey

•**Margaret Rosario Rivera**
Chairperson, ASPIRA of New
Jersey, Manager, Diversity
Management
Bell Communications Research
Livingston, NJ

•**Omar Torres**
High School Representative
Staples High School
Bridgeport, CT

•**Helga Umpierre**
Editor
La Nueva Hora
Sancti Spiritus, PR

•**Ana Vallejo**
High School Representative
Beach Senior High School
Miami, FL

•**Aspirants**
•**Executive Committee**



ASPIRA of Connecticut Board
members Cesar Balalta, Ana
Maria Garcia, and Omar Torres

ASPIRA National Office Staff

As of December 31, 1991



*ASPIRA of New Jersey
Executive Director Hilda
Rosario and Chair
Margaret Rosario-Rivera*



*ASPIRA of Pennsylvania
Executive Director
Emanuel Ortiz and Chair
Norma Mitchell*

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National Executive Director

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Assistant for Finance and
Administration

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Assistant to the Director of
Education and Federal Affairs

Lisa Colón
Assistant to the Director

Hilda Crespo
Director of Education and
Federal Affairs

Amanda Fernández
Administrative Consultant

Deirdre Martínez
Assistant to the National
Leadership Coordinator

Mirka J. Negroni-Belén
National Leadership Coordinator

Elena Pell
Director of Program Development



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Administrative Consultant

Providence Rodríguez Floresca
Coordinator for Parent Involvement
Programs

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Manager of Finance and Administration

Deborah Santiago
Program Assistant

Candy Vidal
Financial Consultant

Elizabeth Weiser Ramirez
Coordinator of Policy and Publications

Writing and Editing:
Elizabeth Weiser Ramirez
Coordinator of Policy and Publications

Layout & Design:
Susan Russo
Susan Russo Design



ASPIRA National Office staff

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Apartado 29132

Estación 65 de Infantería

Río Piedras, PR 00929

809/768-1985

Hilda Maldonado, Executive Director



Executive Directors. L to R: Raúl Martínez (FL), Hilda Maldonado (PR), Aida Sánchez (IL), Janice Petrovich (National), Julia Rivera (NY), Hilda Rosano (NJ), Emanuel Ortiz (PA).



